DOCUMENT RESUME

ED 429 366 EA 029 780

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TITLE An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils.
PUB DATE 1999-04-00
NOTE 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Board Administrator Relationship; Elementary Secondary Education; Politics of Education; Program Descriptions; *School Based Management; *School Policy; School Supervision
IDENTIFIERS *Kentucky; *School Councils

ABSTRACT

This report describes the implementation of School-Based Decision-Making (SBDM) Councils. The research drew on a stratified random sample of high schools, middle and junior high schools, and elementary schools geographically distributed throughout the eight service regions of Kentucky. The paper also details the types of decisions being made by the SBDM Councils during the period of July 1, 1996, through November 30, 1997. The population for the study was 1,032 public schools with SBDMs, and a stratified random sampling technique was used. Results show that 34 percent of the principals in the sample were female, that most of the SBDM Councils were formed in 1991, and the length of time the principal had served in the school ranged from 1 to 27 years. It was found that most members of the councils were relatively inexperienced as council members. Councils made many more decisions in the categories of budget, council procedures, and personnel consultation than in the nine areas in which state law required them to have policies. The lack of experience among council members may explain the high percentage of decisions in the council procedure category. The number of curriculum decisions were significantly lower in the elementary schools than in the middle and high schools. Contains 26 references. (RJM)

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An In-Depth Analysis of Decisions Made by Kentucky's School Based Decision-Making Councils

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Montreal, Canada

April 19, 1999

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Abstract

At the time of this study, Kentucky's School-based Decision Making (SBDM) Councils had been in place statewide for more than a year. These councils had been mandated by the state legislature. The questions that drove this study were (1) What is the status of Kentucky's School-based Decision Making Council implementation? and (2) What types of decisions are Kentucky's SBDM Councils making? Meeting minutes were obtained from 137 councils selected by a stratified random sample (strata were regions of the state and school level) from the1032 councils in Kentucky. In-depth analyses of council meeting minutes from July 1, 1996, through November 1, 1997, were used to categorize decisions made. Categories included the nine areas that the Kentucky legislature had defined as legal mandates. Most members of Kentucky's SBDM Councils were very inexperienced. Councils made more decisions in budget, procedures, and personnel categories than in the nine areas mandated by state law. Differences in types of decisions by demographic variables were tested with ANOVAs. Elementary school SBDM Councils made fewer decisions about curriculum than did middle schools and high schools. High school councils made more decisions about discipline and personnel than did elementary schools.

An In-depth Look at the Types of Decisions Made by Kentucky's School-based Decision Making Councils

The recent national and international wave of school reform recommending the local school building as the locus for implementing reform initiatives has led to a concomitant wave of literature describing and advocating site-based management (e.g., Brown, 1990; Cistone, 1989; Cole, 1993; Comer, 1993; Hannaway & Carnoy, 1993; Levin, 1986; Malen & Ogawa, 1988; Malen, Ogawa & Kranz, 1990; Sizer, 1992; Walberg & Niemiec, 1994). As mandated by the 1990 Kentucky Education Reform Act (KERA), Kentucky's commitment to state wide, school-based decision making went beyond the advisory nature of some shared-decision making models. The Kentucky legislature gave legal authority to local School-based councils (Van Meter, 1991; Russo, 1995). With a few specific exceptions, all public schools in Kentucky were required to implement School-based Decision Making (SBDM) Councils by July 1, 1996 (Legislative Research Commission, 1994).

Kentucky's SBDM Councils typically include three teachers (elected by school faculty), two parents (elected by parent members of the largest parent organization associated with the school), and an administrator (almost always the building principal). However, schools have the option of increasing the membership of councils by including more teachers, parents, and administrators in the three-two-one ratio (Lindle, 1992). The teacher and parent members of the SBDMs are elected for a one-year term and are eligible to seek reelection. KRS 160.345(2)(b) allows that after a Council has been elected, it can decide to have a different term of office not to exceed two years, but the terms cannot be consecutive in that case. The building principal, who usually serves as chairperson, is the continuing member of the SBDM Council. Under KERA,

School-based councils are to set policy in nine specifically defined areas. Required training for members of SBDM Councils is available both within the local school district and from outside the district.

There is a growing body of literature relating specifically to the School-based Decision Making Councils in Kentucky (e.g., David, 1992; David, 1993; David, 1994; Lindle, Gale & Curry-White, 1994; Logan, 1992; Logan & Byers, 1995; Wall & Rinehart, 1997). This study was designed to add to this body of literature. The study is the first to focus on the types of decisions made by the SBDM Councils in the state.

The Purpose of the Study

At the time of this study, the Kentucky School-based Decision Making Councils had been functioning for at least one year. It was the purpose of this study to describe:

1. The status of implementation of SBDM Councils in a stratified random sample of high schools, middle and junior high schools, and elementary schools geographically distributed throughout the eight service regions of the state.
2. The types of decisions being made by the SBDM Councils during the period of July 1, 1996 through November 30, 1997.

Definition of Terms

Status of implementation.

This status was described by the following demographic information:

(1) the year in which the council was formed, (2) number of years that the building principal had been principal of the school, (3) gender of the principal, (4) length of time of service of council members, (5) locale of training received by council members (i.e.,

within the district, from beyond the district, or both), and (6) frequency of meetings.

Types of decisions.

Types of decisions were defined by the nine categories of decisions delineated by KRS 160.345(2i) plus four additional categories added by the researchers: (10) budget decisions, (11) professional development, (12) procedural decisions, and (13) personnel consultation.

Methodology

Population and Sampling Technique

The Kentucky Department of Education provided a list of all School-based Decision Making Councils in the state as of October 1, 1997. This list was revised to limit the sampling frame to public schools. The population for the study was 1032 public schools with SBDMs. The list was first sorted by service region (8), then by school level within regions (i.e., elementary, middle and junior high, and high schools) (3).

A stratified random sampling technique was chosen because an in-depth analysis of SBDM Council materials was planned and a small sample, representative of the population by both region and school level, was required to make the research study both feasible within the time constraints and generalizable to the population. One third (33%) of the Councils were randomly selected from within each stratum (Schaffer, Mendenhall, & Ott; 1990). For example, 26 elementary schools were randomly selected from Region 1 for the target sample. The target sample consisted of 344 SBDM Councils.

Data Sources

Data requested from each school were: (a) demographic data collected with a Council Profile Sheet, (b) agendas for all meetings from July 1, 1996 through November 30, 1997, and (c) minutes of all meetings from July 1, 1996 through November 30, 1997.

Data Collection, Return Rate, and Representativeness of the Sample

A cover letter explaining the study and the data requested was mailed to each of the 344 Councils on November 25, 1997 with a follow-up letter January 23, 1998. The mailing included a postage-paid priority-mail return envelope. Usable returns were received from 137 Councils for an overall return rate of 40%.

Chi-square tests of goodness of fit were used to compare the 137 Councils in the sample with the 1032 Councils in the population by the two variables, region and school level. With a 95 percent confidence level, the sample was representative of the population by school level, X^2 (2, N=137)=2.37, p>.05. and region, X^2 (7, N=137)=7.21, p>.05.

Data Analysis

The data from the demographic sheets were coded for analysis. The agendas and minutes from each council were reviewed and it was concluded that the agendas were not complete enough to be used as data sources. Meeting minutes were reviewed by one researcher and decisions were categorized using thirteen categories. Table 1 presents the categories of decisions, with examples of decisions fitting within the category, used for coding the minutes of each SBDM Council meeting. The nine categories mandated by the state legislature are in bold type.

Place Table 1 about here

A random sample of 10% of the SBDM Council minutes (N=14 Councils) was also coded by a second researcher. Interrater reliability was .93. The data from the coded sheets were then hand-entered into a mainframe computer and analyzed using Statistical Analysis System (SAS). Descriptive statistics were calculated for the responses to the Council Profile Sheets and the coding of the minutes. Independent ttests and ANOVAs (Proc GLM because of the unequal group Ns) were used to explore mean differences in decisions by categorical variables (e.g., region, school level, length of time the principal had been at the school, locale of SBDM training).

Results and Discussion

Thirty-four percent of the principals in the sample were female and 66% were male. Most (modal response) of the School-based Decision Making Councils in the sample were formed in 1991 (29%). Nine percent were formed in 1988 through 1990. Fifteen percent were formed in 1992, 16% in 1993, 9% in 1994, 9% in 1995, and 13% in 1996. The length of time the principal had served in the school ranged from one year to 27 years.

More than half the principals had served as principal in their present schools for three years or fewer (54.8%). Very few of the principals (8.5%) had served on the school's School-based council as a teacher. Seventy-eight percent of the teachers had served on the SBDM Council for one or two years. Ninety-one percent of the parents had served for one or two years. From these data, it is apparent that most members of the School-based Decision Making Councils in this sample were new to the process.

Very few schools in the sample (9%) had added additional members to their SBDM Council. Forty-one percent of the Councils reported that training was done within the district 45% reported that training was done outside of the district, and 14% reported that both sources of training were used.

Decisions Made by Councils

Table 2 presents the descriptive statistics summarizing the decisions by category made by the 137 Councils in the study during the period from July 1, 1996 through November 30, 1997.

Place Table 2 about here

The minimum and maximum values of the number of decisions made in each category indicate the wide variation among SBDM Councils. The mode indicates the number of decisions in the category most often observed (e.g., one decision on curriculum was the most frequently observed response). The median is the response at the 50th percentile (i.e., 50% of the SBDM Councils made three or fewer decisions on curriculum and 50% made more than three decisions in this category).

Table 3 presents the frequencies and percentages of the types of decisions made by the councils. The three categories with the most decisions for the sample of SBDM Councils in the

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Place Table 3 about here

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time frame of the study were "Budget Decisions" followed by "Procedural decisions" and "Personnel consultation. Thirty-eight percent of the decisions that Councils made during this seventeen-month period were either "Budget decisions" or "Personnel consultation."

Frequency of Meetings

These descriptive data were calculated by counting the minutes provided by each SBDM Council. The time period of the study included 17 months. The mean number of meetings was 16 with a standard deviation of 6.20. The mode was 15 and the median was 16. The number of meetings ranged from a minimum of three to a maximum of 36.

Differences in Decisions by Demographic Characteristics

One-way ANOVAs were used to test for statistically significant ($p<.01$) differences in the number of decisions made in each category by demographic characteristics. Proc GLM procedure was used because of the unequal sizes of the groups; a Scheffe was used to follow-up statistically significant omnibus Fs. Independent ttests were used to test for differences in number of decisions by gender of the principal. No statistically significant differences were found by (1) number of years council had met, (2) gender of the principal, (3) length of time of service of council members, (4) locale of training received by council members, or (5) frequency of meetings.

Spearman correlations were used to test for consistent relationships between the length of service of the building principal and the number of decisions made in each category. This statistic was used because the relationship between the variables could not be confirmed to be linear (Gravetter & Wallnau, 1996). The data from both variables were first converted to ranks and the correlations were computed. Spearman correlations between the variables ranged from

r_s=.01 to r_s=.34. There were no consistent relationships found between the principals' length of service and numbers of decisions in any category.

The statistically significant ($p<.01$) differences by school level and geographic region are presented in Tables 4 and 5.

Place Table 4 about here

A Scheffe was used to follow-up statistically significant omnibus F's in Table 7 found the following mean differences ($p<.01$).

Decision 1. The mean for elementary SBDMs (2.83) was statistically significantly lower ($p<.01$) than the means for middle school (5.98) and high school (6.10) SBDMs. Elementary SBDM Councils made fewer decisions about curriculum than did middle school and high school SBDM Councils during the period of the study. There was no statistically significant difference between middle school and high school SBDM Councils on this variable.

Decision 7. The mean for high school SBDM Councils (3.50) was statistically significantly higher ($p<.01$) than the means for elementary school SBDM Councils (1.64). High school SBDM Councils made more discipline decisions than did elementary schools during the period of the study.

Decision 13. The mean for high school Councils (9.50) was statistically significantly higher ($p<.01$) than the means for elementary school Councils (6.00). High school SBDM Councils made more personnel consultation decisions than did elementary school SBDM Councils during the period of the study.

Place Table 5 about here

Using a Scheffe to follow-up the statistically significant omnibus F's (Table 7), the following mean differences were found:

Decision 2. The mean for the SBDM Councils in Region 6 (1.72) was statistically significantly ($p<.01$) lower than the means for Councils in Regions 1 (4.13), 2 (3.96), and 5 (5.00). The SBDM Councils in Region 6 made fewer decisions about assignment of staff time than did the Councils in Regions 1, 2, and 5 during the period of the study. The mean for the Councils in Region 5 (5.00) was statistically significantly ($p<.01$) higher than the means for Councils in Regions 3 (1.53) and 6 (1.72). The SBDM Councils in Regions 5 made more decisions about staff time than did the Councils in Regions 3 and 6.

Decision 8. The mean for the SBDM Councils in Region 8 (3.00) was statistically significantly ($p<.01$) higher than the means for the SBDM Councils in Regions 3 (0.23), 4 (0.00) and 5 (0.40). The SBDM Councils in Region 8 made more decisions about the selection of extracurricular programs and determination of policies during the period of the study than did the SBDM Councils in Regions 3, 4, and 5.

Decision 13. The mean for the SBDM Councils in Region 8 (12.00) was statistically significantly ($p<.01$) higher than the means for the SBDM Councils in Region 1 (6.48), Region 2 (7.33), Region 3 (2.08), Region 4 (4.36) Region 5 (5.80) and Region 6 (6.44). The SBDM Councils in Region 8 made more personnel consultation decisions than did the SBDM Councils in Regions 1, 2, 3, 4, 5, and 6.

Additionally, the mean for the SBDM Councils in Region 3 (2.08) was statistically significantly ($p<.01$) lower than the mean for the SBDM Councils in Regions 2 (7.33) and 6 (6.44). The SBDM Councils in Region 3 made fewer personnel consultation decisions than did the SBDM Councils in Region 2 and Region 6.

Summary of Findings

1. Most members of the Councils were relatively inexperienced as Council members. Ninety-seven percent of the parents, 90% of the teachers, and 55% of the principals had three or fewer years of Council experience.
2. Councils in this study made many more decisions in the categories of budget, Council procedures, and personnel consultation than in the nine areas in which KRS 160.345 requires them to have policies.
3. Large differences in the number of decisions and in the number of meetings were indicated by the minutes.
4. The number of curriculum decisions was statistically significantly lower in the elementary schools than in the middle and high schools.
5. The mean number of decisions about discipline was statistically significantly higher for high schools than for elementary schools.
6. When examining differences in decisions by region, the most important one seemed to be that Councils in Region 8 made statistically significantly more personnel consultation decisions than did Councils in Regions 1, 2, 3, 4, 5 and 6.
7. There was inconsistency in content and filing of agenda and minutes.

Conclusions

With 97% of the parents, 90% of the teachers, and 55% of the principals having three or fewer years of experience, continuity may be a major reason for the high percentage of decisions in the Council procedure category. This may be further influenced by the fact that only 8.5% of the principals had served on a Council prior to becoming principal. The inexperienced Council members may have focused on those areas of decision-making that are absolutely required for the survival of the school, budget, Council procedures, and personnel consultation. It also is probable that they may have felt these areas were more important than the nine categories of policy making mandated in KRS 160.345. With the almost constant turnover of members, the Councils may not have matured to the point of considering the areas of curriculum, instructional procedures, etc.

Another possible explanation for difference in the percentage of decisions in the nine categories and the three procedural categories may be the presence of high quality policies in those nine areas. If those policies were in place, the principal could make decisions based on policy, thereby reducing the number of required Council decisions. Supporting this possibility is the fact that there were numerous references in many sets of minutes to curriculum reports with no action being taken. As a result, Councils may have spent considerable time discussing those areas with no action being taken which would give the appearance of little emphasis on curriculum as measured by the number of decisions in that category.

The variation in the number of Council meeting and the number of decisions made appear to come from at least two factors. Many schools did not meet monthly, especially during the summer. A second reason for the variation was the number of special meetings and actions

required by personnel consultation and meeting to interview and select principals in several schools. It seems that the Councils felt free to adjust the meeting schedules to meet the needs of each school.

The significant difference in curriculum decisions made in the elementary and secondary schools may be the result of the relatively stable curriculum in the elementary schools. The nongraded primary program was well established before this study began; whereas, middle and high school curricula were more fluid in nature. Many of the curriculum decisions at the latter levels were about whether to add or delete a specific course or to approve the specific content to be covered in a new or revised course.

The finding of statistically higher numbers of decisions about personnel consultation in Region 8 may be indicative of a high turnover rate in that region. This change in personnel may be a major factor in the Region's progress on KIRIS scores being lower than the other regions. Further research into this finding is needed.

Relationship of Findings to Other Studies

1. Ninety-one percent of the parents serving on the 137 SBDM Councils in this study had been on the Councils for one or two years. Van Meter (1991) stated that developing meaningful and sustained parental involvement in SBDM Councils is difficult, yet parent involvement has long been recognized as a key factor in student achievement (Lindle, 1992).
2. Van Meter (1991) also stated that the high turnover of teacher membership on SBDM Councils was caused in part because of their heavy work load. This study found that 78% of the teachers had served only one or two years.

3. A five-year study of SBDM implementation by the Appalachia Educational Laboratory (Kannapel, Moore, Coe & Aagaard, 1994; cited in Kentucky Institute for Education Research, 1995) reported that ~~not all~~ SBDM Councils choose to exercise the legal decision-making authority granted them by KERA. This study found that the 137 Councils in the study most often made decisions that were not categorized by the nine areas defined by KRS 160.345(2i).

Suggestions for Further Research

1. There is a need for a qualitative study with in-depth interviews over time of teachers and parents who are serving or have served on SBDM Councils to add voices to research.
2. A time analysis of selected Councils might reveal the relative amount of time spent in the various categories of responsibility. This may be more important than the number of decisions because a good policy to be implemented by the principal may significantly reduce the number of Council decisions required in that area.
3. Begin a study now of Council actions related to the Safe Schools Act and the new Commonwealth Accountability Testing System (CATS).

Recommendations

1. The state should consider changing the law to require two-year terms of office with staggered elections as a means of assuring continuity within the Councils.
2. The state should provide technical assistance to Councils that would ensure that the Council members would develop the capability and confidence required to

focus increased attention upon the categories of curriculum and instructional practices.

3. Training should be focused on the following areas of problems identified in the process of this study:

   a. Council agenda should indicate the topics for discussion and/or action rather than just "Old Business" or "New Business."

   b. Councils must be aware that the minutes are the official record of Council action, and they must accurately reflect the Council actions and be permanently maintained.

   c. More definitive requirements for budget approval need to be developed through legislation, regulation, or policy. Although there are requirements for certain budget actions, there were some councils with no recorded budget actions during the eighteen-month period of this study. The researchers recommend that the Council approve the entire budget as a package.

   d. Councils need to include the reason and KRS section when they enter executive session. Without that information, it is impossible to determine the legality of the closed session.

   e. The SBDM Division should continue efforts to improve Council members' ability and willingness to separate policy making (the Council's role) and implementation (the Principal's role).

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Table 1.

Examples of Decisions Coded Under the Twelve Categories

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1. Determination of curriculum, including needs assessment and curriculum development.
   - adoption or re-adoption of the school mission statement
   - approval of the curriculum for a specific class such as advanced placement math
   - approval of the School Transformation Plan
2. Assignment of all instructional and non instructional staff time.
   - assignment of instructional assistants to teachers
   - assignment of teachers to committees
3. Assignment of students to classes and programs within the school.
   - adoption of criteria for Extended School Program activities
   - adoption of class assignment policy
   - authorizing or refusing parents' requests for pupil transfers from one class to another
4. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board.
   - approval of the daily schedule of classes, lunch, etc.
   - authorizing the Principal to develop the schedule
5. Determination of use of school space during the school day.
   - adoption of a policy for principal to follow in assigning space
   - actual assignment of staff to specific classrooms
6. Planning and resolution of issues regarding instructional practices.
   - determining criteria for excused and unexcused absences and makeup of work missed
   - selection of textbook series
   - authorizing field trips

Table 1. (Continued)

Examples of Decisions Coded Under the Twelve Categories

7. Selection and implementation of discipline and classroom management techniques, including responsibilities of the student, parent, teacher, counselor, and principal.

- adoption or refusal to adopt corporal punishment
- adoption of contents for student handbook

8. Selection of extracurricular programs and determination of policies relating to student participation Based on academic qualifications and attendance requirements, program evaluation, and supervision

- decision to add an athletic team
- decision to have or refuse to have a student dance
- criteria for students to participate in athletics

9a. Procedures, consistent with local school board policy, for determining alignment with state standards.

9b. Procedures, consistent with local school board policy for technology utilization.

- approval of technology plan
- assignment of technology equipment to individual teachers

9c. Procedures, consistent with local school board policy for program appraisal.

- adoption of specific appraisal procedures

10. Budget decisions.

- adoption of the school's annual budget
- approval of specific materials or equipment requests from staff
- determination of the number of staff positions to be filled the following year

11. Professional development.

- approval of the professional development plan
- authorization of individuals to attend specific training
- approval of council training workshops

Table 1. (Continued)

Examples of Decisions Coded Under the Twelve Categories

12. Procedural decisions.

- adoption of time, dates, and place for regular meetings
- decision of whether to have standing committees
- change of meeting dates
- adoption of bylaws

13. Personnel consultation.

- principal's consultation with council regarding specific positions
- principal's advising council about who had been hired
- council's going into closed session to interview applicants

Table 2.

Descriptive Statistics for Categories of Decisions Made by Site-based Decision Making Councils (N=137)

Decision	Mean	SD	Mode	Median	Min	Max
Determination of curriculum...	3.97	4.31	1	3	0	22
Assignment of all instruction/noninstructional staff time...	3.47	3.15	1 and 3	3	0	17
Assignment of students to classes and programs within the school ...	1.54	1.94	0	1	0	12
Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school year...	1.93	2.29	0	1	0	11
Determination of use of school space during the school day...	0.90	1.44	0	0	0	8
Planning and resolution of issues regarding instructional practices...	3.29	4.42	0 and 1	2	0	40
Selection and implementation of discipline and classroom management techniques, including responsibilities of the student, parent, teacher, counselor, and principal....	2.18	2.35	0	1	0	10

(continued)

Table 2. (Continued)

Descriptive Statistics for Categories of Decisions Made by Site-based Decision Making Councils (N=137)

Decision	Mean	SD	Mode	Median	Min	Max
Selection of extracurricular programs and determination of policies relating to student participation...	1.22	2.23	0	0	0	12
Procedures, consistent with local school board policy, for determining alignment with state standards...	0.07	0.33	0	0	0	2
Procedures, consistent with local school board policy, for technology utilization....	0.50	0.90	0	0	0	5
Procedures, consistent with local school board policy for program appraisal...	0.24	0.69	0	0	0	4
Budget decisions...	11.38	14.96	2 and 3	7	0	97
Professional development...	1.29	2.87	0	1	0	28
Procedural decisions...	8.50	9.38	4	6	0	95
Personnel consultation...	6.70	5.92	2	5	0	32

Table 3.

Frequencies and Percentages of Decisions Made by Site-based Decision Making Councils (N=137)

Decision Category		N	%
1.	Determination of curriculum, including needs assessment and curriculum development.	544	8%
2.	Assignment of all instructional and noninstructional staff time.	475	7%
3.	Assignment of students to classes and programs within the school.	211	3%
4.	Determination of the schedule of the school day and week...	265	4%
5.	Determination of use of school space during the school day.	123	2%
6.	Planning and resolution of issues regarding instructional practices.	451	7%
7.	Selection and implementation of discipline and classroom management techniques...	299	5%
8.	Selection of extracurricular programs and determination of policies relating to student participation...	168	3%

(continued)

Table 3.(Continued)

Frequencies and Percentages of Decisions Made by Site-based Decision Making Councils (N=137)

Decision Category		N	%
9a.	Procedures, consistent with local school board policy, for determining alignment with state standards.	10	0.2%
9b.	Procedures, consistent with local school board policy for technology utilization.	68	1%
9c.	Procedures, consistent with local school board policy for program appraisal.	33	0.5%
10.	Budget decisions.	1560	24%
11.	Professional development.	175	3%
12a.	Procedural decisions	1164	18%
12b.	Personnel consultation.	918	14%
Total		6464	99.7*

*Percentages do not sum to 100% due to rounding.

Table 4.

A nalysis of Variance for Number of Decisions by School Level

Dependent variable: Decision 1, Determination of curriculum, including needs assessment and curriculum development.

Source	df	F
School Level	2	9.73*
Error	134	(16.48)

Dependent variable: Decision 7, Selection and implementation of discipline and classroom management techniques, including responsibilities of the student, parent, teacher, counselor, and principal.

Source	df	F
School Level	2	8.00*
Error	134	(5.01)

Dependent variable: Decision 12B, Personnel consultation.

Source	df	F
School Level	2	4.56*
Error	134	(33.36)

*p<.01

Table 5.

Analysis of Variance for Number of Decisions by Region

Dependent variable: Decision 2, Assignment of all instruction and noninstruction staff time.		
Source	df	F
Region	7	3.19*
Error	129	(8.92)

Dependent variable: Decision 8, Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision.		
Source	df	F
Region	7	3.36*
Error	129	(4.46)

Dependent variable: Decision 13, Personnel consultation.		
Source	df	F
Region	7	4.14*
Error	129	(30.22)

*$p<.01$